



**Connections between the Common Core State Standards (CCSS) for English Language Arts and the
South Carolina Academic Standards for English Language Arts 2008
Grade 3**

| Reading Standards for Literature | Where Reflected in the 2008 SC ELA Standards and Indicators | CCSS Cognitive Level |
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| Key Ideas and Details | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <p>2-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.</p> <p>3-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.</p> | |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | <p>3-1.1 Analyze the details that support the expression of the main idea in a given literary text.</p> <p>3-1.8 Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.</p> | |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text. | |
| Craft and Structure | | |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | <p>3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).</p> <p>3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues.</p> <p>3-3.3 Interpret the meaning of idioms encountered in texts.</p> | |

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| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. | 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text. 3-1.9 Recognize the characteristics of poetry (including stanza, rhyme scheme, and repetition). | |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. | 2-1.3 Analyze the text to determine the narrator. 3-1.3 Analyze the text to determine first-person point of view. 4-1.3 Distinguish between first-person and third-person points of view. | |
| Integration of Knowledge and Ideas | | |
| 7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings). | 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text. 3-1.6 Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text. 3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information. 5-1.5 Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts. | |
| 8. (Not applicable to literature) | NA | |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text. 7-1.6 Analyze a given literary text to determine its theme. 7-1.8 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories). | |
| Range of Reading and Text Complexity | | |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently. | 3-1.11 Read independently for extended periods of time for pleasure. | |
| Reading Standards for Informational Text | Where Reflected in the 2008 SC ELA Standards and Indicators | CCSS Cognitive Level |
| Key Ideas and Details | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 2-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest. 3-2.2 Analyze informational texts to draw conclusions and make inferences. | |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | 3-2.1 Summarize evidence that supports the central idea of a given informational text. | |

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| 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | <p>2-2.8 Explain cause-and-effect relationships in informational texts.</p> <p>2-6.6 Follow multistep directions.</p> <p>3-3.8 Analyze informational texts to identify cause-and-effect relationships.</p> | |
| Craft and Structure | | |
| 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . | 3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues. | |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. | <p>3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</p> <p>3-2.7 Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.</p> <p>3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.</p> <p>3-6.5 Use the Internet as a source of information.</p> | |
| 6. Distinguish their own point of view from that of the author of a text. | <p>3-2.3 Distinguish between facts and opinions in informational texts.</p> <p>4-1.3 Distinguish between first-person and third-person points of view.</p> <p>5-2.3 Analyze a given text to detect author bias (for example, unsupported opinions).</p> | |
| Integration of Knowledge and Ideas | | |
| 7. Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | <p>3-2.1 Summarize evidence that supports the central idea of a given informational text.</p> <p>3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.</p> <p>3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.</p> | |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | <p>3-2.1 Summarize evidence that supports the central idea of a given informational text.</p> <p>3-2.8 Analyze informational texts to identify cause-and-effect relationships.</p> | |

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| 9. Compare and contrast the most important points and key details presented in two texts on the same topic. | 8-2.1 Compare/contrast central ideas within and across informational texts. | |
| Range of Reading and Text Complexity | | |
| 10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently. | 3-2.9 Read independently for extended periods of time to gain information. | |
| Reading Standards: Foundational Skills | Where Reflected in the 2008 SC ELA Standards and Indicators | CCSS Cognitive Level |
| Phonics and Word Recognition | | |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. | 2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes). 3-3.2 Use base words and affixes to determine the meanings of words. 3-3.4 Read high-frequency words in texts. 5-3.2 Use Greek and Latin roots and affixes to determine the meanings of words within texts. | |
| Fluency | | |
| 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently. 3-1.11 Read independently for extended periods of time for pleasure. 3-2.9 Read independently for extended periods of time to gain information. 3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues. | |

| Writing Standards | Where Reflected in the 2008 SC ELA Standards and Indicators | CCSS Cognitive Level |
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| Text Types and Purposes | | |
| <p>1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> | <p>3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p>3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.</p> <p>6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.</p> | |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> | <p>3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).</p> <p>3-5.1 Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).</p> <p>3-6.3 Organize information by classifying or sequencing.</p> <p>3-6.7 Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.</p> | |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> | <p>3-5.2 Create narratives that include characters and setting and follow a logical sequence.</p> <p>4-1.6 Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.</p> <p>4-5.2 Create narratives containing details and a sequence of events that develop a plot.</p> | |

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| d. Provide a sense of closure. | | |
| Production and Distribution of Writing | | |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | 3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models). | |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | 3-4.5 Revise the organization and development of content and the quality of voice in written works. 3-4.6 Edit for the correct use of written Standard American English, including capitalization, punctuation, and spelling. | |
| 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | This standard was not previously included in the SC standards. | |
| Research to Build and Present Knowledge | | |
| 7. Conduct short research projects that build knowledge about a topic. | 7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information. | |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. 3-6.3 Organize information by classifying or sequencing. 4-6.5 Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others. | |
| 9. (Begins in grade 4) | NA | |
| Range of Writing | | |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | This standard was not previously included in the SC standards. | |

| Speaking and Listening Standards | Where Reflected in the 2008 SC ELA Standards and Indicators | CCSS Cognitive Level |
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| Comprehension and Collaboration | | |
| 1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. c. Explain their own ideas and understanding in light of the discussion. | 2-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest. | |
| 2. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally. | 3-1.1 Analyze the details that support the expression of the main idea in a given literary text. 3-2.1 Summarize evidence that supports the central idea of a given informational text. | |
| 3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail. | This standard was not previously included in the SC standards. | |
| Presentation of Knowledge and Ideas | | |
| 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | 2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently. 5-6.8 Use appropriate organizational strategies to prepare written works and oral and visual presentations. | |
| 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 3-6.7 Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations. | |

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| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | K-4.2 Generate complete sentences orally. 3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. | |
| Language Standards | Where Reflected in the 2008 SC ELA Standards and Indicators | CCSS Cognitive Level |
| Conventions of Standard English | | |
| <p>1. Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> | <p>1-4.4 Use grammatical conventions of written Standard American English, including personal pronouns, common and proper nouns, singular and plural nouns, and conjunctions (<i>and</i>, <i>but</i>, <i>or</i>).</p> <p>2-4.4 Use grammatical conventions of Standard American English, including personal pronouns, common and proper nouns, singular and plural nouns, proper adjectives, and conjunctions (<i>and</i>, <i>but</i>, <i>or</i>).</p> <p>3-4.4 Use grammatical conventions of written Standard American English, including comparative and superlative adjectives, prepositions and prepositional phrases, conjunctions (<i>because</i>, <i>since</i>, <i>yet</i>, <i>until</i>), and nominative and objective case pronouns.</p> <p>4-4.4 Use grammatical conventions of written Standard American English, including subject-verb agreement; past, present, and future verb tenses; conjunctions (<i>although</i>, <i>while</i>, <i>neither</i>, <i>nor</i>); adverbs of time, place, manner, and degree; and pronoun-antecedent agreement.</p> <p>5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex) in writing.</p> | |
| <p>2. Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize important words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable</p> | <p>2-4.5 Edit for the correct use of written Standard American English, including capitalization -titles of books, poems, and songs; punctuation - quotation marks to show someone is speaking; and spelling - words that do not fit regular spelling patterns (for example, <i>was</i>, <i>were</i>, <i>says</i>, <i>said</i>), high-frequency words, and basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant-blend patterns.</p> <p>3-4.5 Edit for the correct use of written Standard American English, including punctuation - commas in addresses, apostrophes in contractions and possessive nouns and spelling - orthographic patterns (for example, <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural).</p> | |

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| patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | 3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. | |
| 3. Use language to achieve particular effects when writing or speaking. a. Choose words and phrases for effect.* | 3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. | |
| Vocabulary Acquisition and Use | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | 3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues. 3-3.2 Use base words and affixes to determine the meanings of words. 3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. | |
| 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>). | 2-3.4 Identify idioms in context. 3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration). 3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues. 3-3.3 Interpret the meaning of idioms encountered in texts. 5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts. 6-3.4 Distinguish between the denotation and the connotation of a given word. | |

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| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | 3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose. | |
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